

## Textbook Alignment to the Utah Core – Utah Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes X No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment:  
\_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Utah Studies Social Studies Core Curriculum**

**Title:** Utah Tried and True    **ISBN#:** UTS44C

**Publisher:** About Books

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 71%**

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 27%**

**STANDARD I: Students will understand the interaction between Utah’s geography and its inhabitants.**

<p><b>Percentage of coverage in the <i>student and teacher edition</i></b> <b>for</b> <b>Standard I: 100%</b></p>	<p><b>Percentage of coverage not in student or teacher edition, but covered in</b> <b>the <i>ancillary material</i> for Standard I: 0%</b></p>		
	Coverage in <i>Student</i>	Coverage in <i>Ancillary</i>	<i>Not covered in TE, SE or</i>

<b>OBJECTIVES &amp; INDICATORS</b>		<i>Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Material (titles, pg #'s, etc.)</i>	<i>ancillaries ✓</i>
<b>Objective 1.1:</b> Investigate the relationship between physical geography and Utah's settlement, land use, and economy.				
<b>a.</b>	Read and interpret a variety of maps.	SA: 1-40 TG: 1-40	TRG: 3-37 Desk Maps 1-30	
<b>b.</b>	Identify the physical features and regions of Utah.	SA: 3, 13, 14, 16, 17, 18 TG: 3, 13, 14, 16, 17, 18	TRG: 10-12 RS: 2a, 2b, 41, 4b Physical Map	
<b>c.</b>	Compare and contrast the relationship between physical features and regions to settlement, land use, and the economy.	SA: 25, 33 TG: 25, 33	TRG: 18-21 Land Use Map	
<b>Objective 1.2:</b> Examine the interrelationship between Utah's climate, location, landforms, and life.				
<b>a.</b>	Describe how latitude, elevation, and distance from the ocean influence Utah's climate.	SA: 24 TG: 24	TRG: 17 Regions and Climate Map Elevation Profile	
<b>b.</b>	Explain how mountains, valleys, and bodies of water affect climate.	SA: 24 TG: 24	TRG: 17 Regions and Climate Map	
<b>c.</b>	Assess how climate influences life in Utah.	SA: 24 TG: 24	TRG: 17 Regions and Climate Map Precipitation map	
<b>d.</b>	Explain how natural forces shape the living environment and landscape.	SA: 24, 39 TG: 24	TRG: 35	
<b>e.</b>	Investigate how natural forces shape the local environments.	SA: 24, 39 TG: 24, 39	TRG: 35	
<b>f.</b>	Predict how natural forces affect environments; e.g., earthquakes, volcanic action, mudslides, flooding, erosion.	SA: 24, 39 TG: 24, 39	TRG: 35	

<b>Objective 1.3:</b> Assess how natural resources sustain and enhance people's lives.				
<b>a.</b>	Recognize the impact of water, minerals, wildlife, and forests on people.	SA: 16, 17, 33 TG: 16, 17, 33	TRG: 18, 19 RS: Utah River Basins Transparency	
<b>b.</b>	Distinguish between renewable and non-renewable resources.	SA: 39 TG: 39		
<b>c.</b>	Analyze how natural resources improve the quality of life.	SA: 33, 39 TG: 33, 39	TRG: 18	
<b>d.</b>	Assess the importance of protecting and preserving natural resources.	SA: 39 TG: 39	TRG: 35	
<b>Objective 1.4:</b> Examine how people affect the geography of Utah.				
<b>a.</b>	Identify Utah's counties and cities.	SA: 19, 20 TG: 19, 20	TRG: 13, 14 RS: 4a, 4b Political Map	
<b>b.</b>	Assess how people change the landscape.	SA: 39 TG: 39	TRG: 33, 34 Population Density Map Population Growth Transparency	
<b>c.</b>	Examine how altered landscapes affect people.	SA: 39 TG: 39	TRG: 35	
<b>STANDARD II: Students will understand the contributions of Native American Indians, explorers, and Utah's pioneers.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: 100%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: 0%		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material (titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 2.1:</b> Examine the contributions of Native American Indians to the culture of Utah.				
<b>a.</b>	Identify prehistoric and historic Native American Indian groups.	SA: 25 TG: 25	TRG: 23, 24 Prehistorical Map Prehistoric Utah Transparency	
<b>b.</b>	Examine the interrelationship between each culture and its environment.	SA: 25 TG: 25	TRG: 23, 24	
<b>c.</b>	Investigate spiritual, artistic, architectural, and oral traditions of Utah's Native American Indians; e.g., languages, storytelling, pottery, basketry, weaving, beadwork, and dwellings.	SA: 26 TG: 26	TRG: 26 Native Americans Map	
<b>d.</b>	Identify how Native American Indian heritage influences Utah today.	SA: 26 TG: 26	RS: Native Americans Map	
<b>Objective 2.2:</b> Investigate the importance of explorers to Utah's settlement.				
<b>a.</b>	Explain the contributions of the Spanish, mountain men, government, and scientific explorers.	SA: 27 TG: 27	TRG: 25	
<b>b.</b>	Identify other explorers who contributed to our understanding of Utah.	SA: 27 TG: 27	TRG: 25	
<b>Objective 2.3:</b> Describe the significance of pioneers in Utah history.				
<b>a.</b>	Explain the reasons for the Mormon migration to Utah.	SA: 28 TG: 28	TRG: 27	
<b>b.</b>	Explore the pattern of Mormon settlement throughout the West.	SA: 28 TG: 28	TRG: 27	
<b>c.</b>	Recognize how the Mormon pioneers' heritage influences Utah today.	SA: 29 TG: 29		

<b>d.</b>	Investigate the contributions of Utah’s “new pioneers”, i.e., ethnic/multicultural/religious/ scientific/technological groups.	SA: 33, 34 TG: 33, 34		
<b>STANDARD III: Students will understand the relationship between government and the people of Utah.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: 27%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: 73%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> Examine Utah’s struggle for statehood.				
<b>a.</b>	Compare and contrast territorial and state government organization.	SA: 30, 31 TG: 30, 31	TRG: 27, 28, 36, 37	
<b>b.</b>	Explain the benefits of statehood over territorial government.	SA: 31 TG: 31	TRG: 28	
<b>c.</b>	Examine the unique relationship between the sovereign Native American Indian nations, the United States government, and the Utah State government.	SA: 30 TG: 30		
<b>d.</b>	Investigate how government services affect the residents of the state.		TRG: 36, 37	
<b>Objective 3.2:</b> Examine the structure and function of city, county, and state governments.				
<b>a.</b>	Explain the role of the legislative, executive, and judicial branches in state government.		TRG: 36 RS: 11a-11d	
<b>b.</b>	Assess the similarities and differences between the levels of local government.		TRG: 37 RS: 11a-11d	

c.	Identify local officials and their responsibilities.		TRG: 37 RS: 11a-11d	
d.	Research services that are provided by each level of government; i.e., city, county, township.		TRG: 36-37 RS: 11a-11b	
<b>Objective 3.3:</b> Assess the rights and responsibilities of citizenship.				
a.	Compare and contrast the United States and Utah Constitutions.		TRG: 36 RS: 11a-11d	
b.	Explain the rights and responsibilities of good citizens.		TRG: 36-37	
c.	Investigate how individuals can be involved in the political process.		TRG: 37	
<b>STANDARD IV: Students will understand the diverse ways people make a living in Utah.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: 80%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: 13%		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Explore the components of Utah's economy.				
a.	Identify the multiple components of Utah's economy; e.g., government, agriculture, mining, tourism, high-tech industry.	SA: 33 TG: 33	TRG: 18, 19, 20, 21 Land Use Map	
b.	Investigate Utah's global trade interdependence.	SA: 36, 37 TG: 36, 37		
c.	Research important segments of the local economy.	SA: 33 TG: 33	TRG: 18, 19, 20, 21 Land Use Map	

<b>d.</b>	Assess factors that attract people and businesses to locate in Utah.	SA: 33 TG: 33	TRG: 18, 20	
<b>Objective 4.2:</b> Investigate the past and present role of agriculture in Utah.				
<b>a.</b>	Identify the importance of farming and ranching to Utah's economy.	SA: 33 TG: 33	TRG: 20, 21 Land Use Map	
<b>b.</b>	Explain the impact of the Great Depression on farmers and agriculture.	SA: 32 TG: 32		
<b>c.</b>	Investigate how agriculture has diversified and improved over time.	SA: 32 TG: 32		
<b>d.</b>	Examine the cultural legacy of agriculture in Utah.	SA: 32, 33 TG: 32, 33		
<b>Objective 4.3:</b> Examine aspects that have broadened Utah's economy.				
<b>a.</b>	Investigate the role of mining in Utah.	SA: 33 TG: 33	TRG: 18 Land Use Map	
<b>b.</b>	Examine the railroad's impact on Utah.		TRG: 34 Transportation Map	
<b>c.</b>	Explain the impact of military installations.	SA: 36 TG: 36		
<b>d.</b>	Assess the development of heavy and high-tech industries.	SA: 34, 36 TG: 34, 36		
<b>Objective 4.4:</b> Investigate the current status of Utah's economy.				
<b>a.</b>	Examine the role of recreation and tourism in Utah.	SA: 33	TRG: 19	

		TG: 33		
<b>b.</b>	Outline the role of labor unions.			
<b>c.</b>	Explain the effects of private, state, and federal land ownership on land use; i.e., parks, forests, trust lands, etc.		TRG: 19	
<b>STANDARD V: Students will understand the diverse nature of Utah's peoples and cultures.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: 60%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: 30%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 5.1:</b> Assess the cultural diversity of Utah.				
<b>a.</b>	Recognize the unique lifestyles of various cultural or ethnic groups in the local community.		TRG: RS: 1a, 1b	
<b>b.</b>	Explain the role of immigration in changing Utah society.	SA: 38 TG: 38		
<b>c.</b>	Research the ways people maintain and preserve cultural identity; e.g., language, custom, holidays, tradition.	SA: 15 TG: 15	TRG: RS: 1a, 1b	
<b>d.</b>	Explain the issues immigrants encounter in adapting to life in Utah.	SA: 15 TG: 15		
<b>Objective 5.2:</b> Investigate the contributions of Utah's religious and ethnic groups, including Native American Indians.				
<b>a.</b>	Identify Utah's religious and ethnic groups.		RS: Ethnic Diversity Pie Chart	



<b>b.</b>	Explain the reasons Utah's religious and ethnic groups settled in Utah.	SA: 28 TG: 28	TRG: 27, 28 RS:	
<b>c.</b>	Explain the benefits each ethnic and religious group adds to Utah's society.	SA: 15 TG: 15		
<b>d.</b>	Investigate how Utah's religious and ethnic groups adapt and interact.	SA: 15 TG: 15		
<b>Objective 5.3:</b> Assess the diverse cultural and recreational opportunities available in Utah.				
<b>a.</b>	Examine Utah arts opportunities in the areas of dance, music, theater, and visual arts.			
<b>b.</b>	Investigate recreational opportunities in Utah.		TRG: 19 RS:	
<b>STANDARD VI: Students will understand the impact of major contemporary events that concern the land and people of Utah.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: 0%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: 100%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 6.1:</b> Identify and investigate major contemporary events that affect individuals, institutions, and society.				
<b>a.</b>	Examine different points of view on important issues; e.g., land, politics.		TRG: 35 Utah Environment Writing Prompt	

<b>b.</b>	Identify the impact each point of view may have on the state.		TRG: 35 Utah Environment Writing Prompt	
<b>c.</b>	Investigate the avenues available for individual or community involvement.		TRG: 37 Classroom Government Writing Prompt	